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Interacting in the Smog Factors that Shape Faculty Attitudes and Beliefs about Race and Inclusion

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Many faculty members realize that we must interact productively with diverse colleagues and students, and we must find ways to benefit from the talents of all members of our intellectual community. Put simply, we must aim for the ceiling rather than the floor. This means that we approach our work informed that engaging diversity in our classrooms will increase our success and the success of all our students. But in physics, it is often difficult to measure and address diversity issues because doing so is not perceived as central to our discipline. To address this apparent disconnection, we present some ideas on race [1] and inclusion [2] within the context of the physics instruction. Specifically, we speak to how university faculty might use inclusive pedagogy in physics education research and curriculum. Our goal here is to open a frank dialogue and present concrete avenues to explore as you create activities that serve your classroom best.
